



CENTENNIAL

SCHOOL DISTRICT

2026–2029 Comprehensive Plan

Purpose:

The Pennsylvania Department of Education requires school districts to engage in a three-year comprehensive planning process. Centennial's 2026–2029 Comprehensive Plan serves as a strategic roadmap that aligns district priorities, instructional practices, student supports, and organizational systems to ensure continuous improvement and future readiness for all students.

The plan was developed through a collaborative process involving administrators, teachers, students, parents, community members, and partners, and is informed by state and local data, stakeholder feedback, and district needs assessments. The district has been engaged in the development of the 2026-2029 plan since the winter of 2025. This work intentionally continues and builds upon the priorities, goals, and direction established by the previous administration, ensuring consistency and continuity for the district and community.

District Vision

Provide access and opportunity for every student to develop their unique potential in academics, athletics, and the arts.

District Mission

Empower the growth of the whole student through exceptional teaching and learning experiences.

Educational Values

The Centennial Compass guides how we make decisions and work together. Each compass point reflects the educational values identified by our students, families, staff, and community through the comprehensive planning process.

Student-Centered Focus



STUDENT-CENTERED FOCUS

We believe every decision must begin and end with what is best for students.
We commit to examining every action through the lens of student growth and achievement.

UNIFIED EFFORT

We believe student success depends on the purposeful engagement of our community & schools
We commit to fostering a culture where collaboration, shared responsibility, and mutual accountability are non-negotiable.

LEADERSHIP WITH INTEGRITY

We believe leadership must be anchored in transparency, empathy, and courage.
We commit to leading by example; communicating openly, acting decisively, and always putting students first.

ACCESS AND OPPORTUNITY

We believe every student deserves equitable access to opportunities that prepare them for their future.
We commit to breaking down barriers, expanding pathways, and providing resources that ensure all students can thrive.

EXCELLENCE IN TEACHING

We believe high-quality instruction and continuous improvement are essential to student success.
We commit to supporting professional growth, leveraging data to improve instruction, and embracing evidence-based practices that elevate learning outcomes.

Established Priorities

The established priorities define the district's key areas of focus, providing direction for goals, action steps, and measures of progress required by the PDE Comprehensive Planning process.

Achievement and Growth | Access and Engagement

- If we address the areas of challenge and concern around access and engagement, our families, community, faculty, and staff will have what they need to feel a sense of belonging and have support to ensure students are prepared for post-secondary education, career, and life readiness.
- If we continue to strengthen our curriculum, our core instruction, and our systems of support for learners, then our learners will be prepared for post-secondary education, career, and life readiness.
- If we strengthen organizational systems to enhance employee efficacy in alignment with improving achievement, growth, access, and engagement, we will be better able to address our priority challenges.

Measurable Goals

Measurable goals translate each established priority into specific, time-bound outcomes that allow the district to monitor progress and evaluate impact over the life of the Comprehensive Plan.

By the end of the 2028-2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Action Steps:

- Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information.
- Establish Formal Parent and Community Partnerships that are inclusive of all student stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation.
- Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.

By the end of the 2028-2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures.

Action Steps:

- Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring.
- Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within professional learning communities (departments/teams) to identify trends and instructional next steps.
- Sustain Foundational Student Support Systems: Maintain and expand School-Wide MTSS/Positive Behavior Systems (PBIS) K-12 and align student services to promote academic growth, well-being, and continuous staff development.

By the end of the 2028-2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.

Action Steps:

- Develop and implement a districtwide Centennial specific "[Portrait of a Graduate](#)" creation process by convening a representative steering committee, engaging diverse community stakeholders through surveys, focus groups, and listening sessions, and presenting the finalized College- and Career-Ready competencies for Board approval
- Build leadership and cross-department capacity to embed the "Portrait of a Graduate" within district systems—supervision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the Portrait of a Graduate vision.

Centennial SD Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		122092002
Address 1		
48 Swan Way		
Address 2		
City	State	Zip Code
Warminster	PA	18974
Chief School Administrator		Chief School Administrator Email
Dr Abram Lucabaugh		lucaab@centennialsd.org
Single Point of Contact Name		
Althea Tomlinson		
Single Point of Contact Email		
tomlal@centennialsd.org		
Single Point of Contact Phone Number		
215-441-6000 ext 11025		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Sarah Babins	Staff Member	WTHS Staff	babisa@centennialsd.org
Dr. Joseph Carracappa	Administrator	WTHS Principal	carrjo@centennialsd.org
Annemarie Catalano	Staff Member	LCMS Staff	cataan@centennialsd.org
Geanna Germana	Administrator	Special Education Supervisor	germge@centennialsd.org
Dr. Abe Lucabaugh	Administrator	CSD Superintendent	lucaab@centennialsd.org
TomGreenwood	Administrator	CSD CFO	greeth@centennialsd.org
Dina McCaffery	Staff Member	WTHS Staff	mccadi@centennialsd.org
Vera Plakunova	Other	Accounting Manager	plakve@centennialsd.org
Heather Stek	Staff Member	WTHS Staff	stekhe@centennialsd.org
Dr. Michael Zackon	Administrator	CSD Asst. Superintendent	zackmi@centennialsd.org
Lucas Denczi	Staff Member	WTHS Staff	DencLu@centennialsd.org
Beth Lafratta	Parent	Klinger Middle School Parent	bethlafratta@yahoo.com
Karen Pressler	Staff Member	CSD Nursing Coordinator	preska@centennialsd.org
JoeRutz	Administrator	Dir of Teaching & Learning	rutzfr@centennialsd.org
Althea Tomlinson	Administrator	Supervisor of Student Services	tomlal@centennialsd.org
Chris Goppold	Staff Member	KMS Staff	Goppch@centennialsd.org
Rose Miele	Administrator	CSD Supervisor of OTL	mielro@centennialsd.org
Moira Murphy	Administrator	CSD Coordinator of OTL	murpmo@centennialsd.org
Alice Colyar	Community Member	Bucks County Workforce Dev	amcolyar@buckscounty.org
Jim Wertman	Other	CSD Support Staff- Facilities	wertja@centennialsd.org
Gretchen Lorenz	Parent	McDonald Elementary Parent	gretchen.lorenz@gmail.com
Mark Gindhart	Board Member	CSD School Board Member	gindma@centennialsd.org
Susan Stackhouse	Staff Member	MCDES Staff	stacsu@centennialsd.org
Julie Yuen	Parent	WDES Parent	Julieyuen07@gmail.com
Ryan Oessenich	Administrator	Davis Elementary Principal	oessry@centennialsd.org
Chad Evans	Community Member	Bucks County Intermed Unit	CEvans@bucksu.org
Kelley O'Leary	Staff Member	WDES Staff	oleake@centennialsd.org
Pedro Viera	Parent	LCMS Parent	pmviera2@gmail.com
LoriDeni	Other	Food & Nutrition	denilo@centennialsd.org
ErinLandy	Staff Member	CSD Instructional Coach	lander@centennialsd.org
Amy Pallozzi	Parent	WTHS Parent	abuffum@hotmail.com
JenniferJames	Other	Transportation	jameje@centennialsd.org
Flemming Godiksen	Board Member	CSD Board Member	godifl@centennialsd.org
Donna Colletti	Administrator	Coordinator of T & L	colldo@centennialsd.org
Royale Parkin	Student	WTHS Student	27parkro@stucsd.org
Madison Picozzi	Student	WTHS Student	26picoma@stucsd.org
BertShoulberg	Staff Member	LCMS Staff	shouro@centennialsd.org
Dr. Kathleen Maguire	Board Member	CSD Board Member	maguk1@centennialsd.org
Emilie Tran	Student	WTHS Student	27tranem@stucsd.org
Kristin Phillips	Staff Member	MCDES Staff	philkr@centennialsd.org

LEA Profile

Centennial School District (CSD), located in suburban Bucks County, Pennsylvania, serves Warminster Township, Upper Southampton Township, and Ivyland Borough. Situated along the border of the greater Philadelphia metropolitan region, CSD reflects the diversity and complexity of a suburban district neighboring an urban center.

CSD operates three elementary schools, two middle schools, William Tennent High School, and the Centennial Virtual Learning Academy (CVLA), which offers fully virtual and blended learning pathways for students. The district's work is guided by the Centennial Compass, which emphasizes Student-Centered Focus, Unified Effort, Access & Opportunity, Leadership with Integrity, and Excellence in Teaching.

The district serves a broad student population, with approximately 50% of students qualifying for free or reduced-price lunch, 11% identified as Multilingual Learners, and 24% of the community speaking a home language other than English. These demographic characteristics shape the district's ongoing efforts to support strong communication, broad accessibility, and consistent academic foundations.

CSD provides rigorous, standards-aligned instruction that includes Advanced Placement and dual-enrollment opportunities, career and technical pathways, STEM initiatives, arts and music programs, extracurricular activities, and athletics. High-quality teaching, aligned curriculum expectations, and regular use of data are central to the district's approach to supporting student learning. CSD recently earned recognition as the only school district in Bucks County to increase English Language Arts proficiency on the 2025 PSSAs, demonstrating the district's commitment to continuous academic improvement.

Family and community engagement remain core priorities, supported through digital communication tools, informational events, and school-family partnerships that help families stay connected to student learning.

Centennial School District monitors demographic trends, academic requirements, and community expectations to guide strategic planning and ensure the district remains responsive, future-focused, and committed to preparing all students for success.

Mission and Vision

Mission

Empower the growth of the whole student through exceptional teaching and learning experiences.

Vision

Provide access and opportunity for every student to develop their unique potential in academics, athletics, and the arts.

Educational Values

Students

We believe every decision must begin and end with what is best for us as students. We commit to engaging in every opportunity for growth and achievement.

Staff

We believe high-quality instruction and continuous improvement are essential to student success. We commit to supporting professional growth, leveraging data to improve instruction, and embracing evidence-based practices that elevate learning outcomes.

Administration

We believe leadership must be anchored in transparency, empathy, and courage. We commit to leading by example; communicating openly, acting decisively, and always putting students first.

Parents

We believe student success depends on the purposeful engagement of our community & schools. We commit to fostering a culture where collaboration, shared responsibility, and mutual accountability are non-negotiable.

Community

We believe every student deserves equitable access to opportunities that prepare them for their future. We commit to breaking down barriers, expanding pathways, and providing resources that ensure all students can thrive.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Annual Academic Growth Expectations (PVAAS) in ELA/Literature is 100% for Klinger MS, Log College MS, and William Tennent HS	Based on the Future Ready PA Index all secondary schools met 100% of the Annual Academic Growth Expectations, supporting the foundation for rigorous K-12 curriculum implementation
Meeting Annual Academic Growth Expectations (PVAAS) in ELA/Literature across PSSA Grades 3-8 is 100% Meets or Exceeds	Based on the Future Ready PA Index grades 3-8 met 100% of the Annual Academic Growth Expectations
PSSA Mathematics Achievement (in grades 3-8) scores are steadily increasing since the pandemic, now at 44.7% proficient/advanced, which is above the PA state average of 41.7%	Based on historical PVAAS data 2021 through 2025, validating the effectiveness of evidence-based supports already in place and supporting the overall goal of continuous improvement
The Percent Proficient or Advanced on PSSA English Language Arts (Grades 3-8) is 52.8%, which is above the PA State Average of 49.9%	Based on 2025 PVAAS ELA data, validating the effectiveness of evidence-based supports already in place and supporting the overall goal of continuous improvement
Elementary and middle schools show consistently high performance in the Percent Grade 5, Grade 8, and/or Grade 11 Career Standards Benchmark, ranging from 93.4% to 99.3%	Based on PA Future Ready Index data supporting the continued work on college & career readiness
Keystone Literature Achievement is 59.8% Proficient/Advanced, showing a +3.2% increase from 2024 to 2025	Demonstrating an increasing trend in proficiency above the state average of 51.0%

Challenges

Indicator	Comments/Notable Observations
The Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1 is 50% at William Tennent HS, categorized as "Well Below" expected growth.	Based on PA Future Ready Index data
The Keystone Biology Achievement score is 37.5%, which is slightly below the PA State Average of 41.2%.	Based on 2025 PVAAS Keystone Biology data indicating a need for focus in this subject area during the systematic curriculum implementation
William Tennent HS's performance in the Career Standards Benchmark (57.8%) is significantly lower than the middle and elementary schools.	Based on PA Future Ready Index data
The percentage of Graduates Transition to School, Military, or Work is 77.1% at William Tennent HS.	Based on PA Future Ready Index data indicating a need for strong implementation of a Framework to ensure all graduates are College and Career Ready
The Percent Rigorous Courses of Study at William Tennent HS is 45.7%	Based on PA Future Ready Index data indicating a need for strong implementation of a Framework to ensure all graduates are College and Career Ready
Percent of students Chronically Absent in the secondary schools range from 11-16%	Based on PA Future Ready Index data indicating a need for strong implementation of a Framework to ensure student and family engagement

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator English Learners met or exceeded expected growth standards in 100 percent (13 out of 13) of grade-level PVAAS growth measures Grade Level(s) and/or Student Group(s) All Levels; English Learners	Comments/Notable Observations Based on PVAAS growth measures providing evidence that current systems are effectively supporting this sub-group targeted for achievement gap closure
Indicator The Lowest Performing 33% student group met or exceeded expected growth standards in 92 percent (12 out of 13) of grade-level PVAAS growth measures Grade Level(s) and/or Student Group(s) All Levels; Lowest Performing 33%	Comments/Notable Observations Based on PVAAS growth measures

Indicator Students with IEPs met or exceeded expected growth standards in 92 percent (12 out of 13) of grade-level PVAAS growth measures Grade Level(s) and/or Student Group(s) All Levels; Students with IEPs	Comments/Notable Observations Based on PVAAS growth measures
Indicator Economically Disadvantaged students met or exceeded expected growth standards in 85 percent (11 out of 13) of grade-level PVAAS growth measures Grade Level(s) and/or Student Group(s) All Levels; Economically Disadvantaged	Comments/Notable Observations Based on PVAAS growth measures
Indicator Grade 7 PSSA English Language Arts Achievement scores (59.9%) are currently above the 2019 pre-Pandemic level (58.5%) Grade Level(s) and/or Student Group(s) Grade 7; All student group	Comments/Notable Observations Historical yearly percentage of students proficient/advanced

Challenges

Indicator Grade 3 PSSA English Language Arts Achievement (49.4% Proficient/Advanced) is below the pre-pandemic achievement level Grade Level(s) and/or Student Group(s) Grade 3; All student group	Comments/Notable Observations Historical yearly percentage of students proficient/advanced
Indicator Grade 7 PSSA Mathematics Achievement (32.3% Proficient/Advanced) remains below the 2019 pre-Pandemic level (34.5%) Grade Level(s) and/or Student Group(s) Grade 7; All student group	Comments/Notable Observations Historical yearly percentage of students proficient/advanced
Indicator Keystone Algebra I achievement has shown a slight decrease of 2.7% from 2024 to 2025 Grade Level(s) and/or Student Group(s) Middle School & high School; All Student Group	Comments/Notable Observations Historical yearly percentage of students proficient/advanced

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Exceptional Subgroup Growth: PVAAS growth for English Learners (100%) and Students with Disabilities/Lowest Performing 33% (92%) demonstrates that evidence-based systems are effectively closing the growth gap for high-needs students
ELA Growth Consistency: Academic growth (PVAAS) in ELA/Literature is consistently 100% Meets or Exceeds at the secondary level
Mathematics Recovery: Overall PSSA Mathematics Achievement (Grades 3-8) is strong, having steadily increased since the pandemic and is now above the PA state average
Career Foundations: Elementary and middle schools show outstanding performance in the Career Standards Benchmark (93.4% to 99.3%), providing a strong K-8 foundation

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

High School Math Growth: William Tennent HS exhibits "Well Below" expected academic growth (50%) in PVAAS Mathematics/Algebra
High School Career Readiness: Performance metrics for career readiness indicators (Career Standards Benchmark: 57.8%; Rigorous Courses of Study: 45.7%; Graduate Transition: 77.1%) at the high school level are significantly low
Keystone Biology Proficiency: Keystone Biology achievement (37.5%) is slightly below the PA State Average, requiring attention during the systematic curriculum review

Local Assessment

English Language Arts

Data	Comments/Notable Observations
24-25 iReady Reading Diagnostic Grade 6 (Log College)	10% growth from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Grade 7 (Log College)	8% growth from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Grade 8 (Log College)	11% growth from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Grade 6 (Klinger)	11% decline from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Grade 7 (Klinger)	4% decline from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Grade 8 (Klinger)	No change from Fall to Spring window at or above benchmark
24-25 iReady Reading Diagnostic Kindergarten (Davis Elementary)	71% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic First Grade (Davis Elementary)	60% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Second Grade (Davis Elementary)	40% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Third Grade (Davis Elementary)	71% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Fourth Grade (Davis Elementary)	61% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Kindergarten (McDonald Elementary)	58% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic First Grade (McDonald Elementary)	60% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Kindergarten (Willow Dale)	84% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic First Grade (Willow Dale)	68% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Second Grade (Willow Dale)	70% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Third Grade (Willow Dale)	64% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Fourth Grade (Willow Dale)	49% At or Above Benchmark in ELA EOY
24-25 iReady Reading Diagnostic Fifth Grade (Willow Dale)	52% At or Above Benchmark in ELA EOY

English Language Arts Summary

Strengths

Elementary students are demonstrating strong, accelerated growth in reading following the implementation of our new, evidence-based literacy program aligned to the science of reading.

Middle school students are demonstrating steady-to-moderate growth on reading scores as a new evidence-based literacy program is phased into grades 6, 7, and 8 across three academic years.

Challenges

The iReady diagnostic data highlights the opportunity to move beyond national benchmarks, which currently reflect broader systemic challenges in reading growth.

The historical challenge of declining 6th grade reading scores following the 5th-to-6th grade transition (reflective of county and state-wide trends) is a high-priority performance metric.

Mathematics

Data	Comments/Notable Observations
Sixth Grade Klinger Middle School iReady Mathematics Diagnostic	64% were at/above benchmark at the end of the year.
Seventh Grade Klinger Middle School iReady Mathematics Diagnostic	47% were at/above benchmark at the end of the year.
Eighth Grade Klinger Middle School iReady Mathematics Diagnostic	59% were at/above benchmark at the end of the year.
First Grade Davis Elementary School iReady Mathematics Diagnostic	52% were at/above benchmark at the end of the year.
Second Grade Davis Elementary School iReady Mathematics Diagnostic	46% were at/above benchmark at the end of the year.
Third Grade Davis Elementary School iReady Mathematics Diagnostic	56% were at/above benchmark at the end of the year.

Fourth Grade Davis Elementary School iReady Mathematics Diagnostic	68% were at/above benchmark at the end of the year.
Fifth Grade Davis Elementary School iReady Mathematics Diagnostic	61% were at/above benchmark at the end of the year.
First Grade McDonald Elementary School iReady Mathematics Diagnostic	38% were at/above benchmark at the end of the year.
Second Grade McDonald Elementary School iReady Mathematics Diagnostic	48% were at/above benchmark at the end of the year.
Third Grade McDonald Elementary School iReady Mathematics Diagnostic	26% were at/above benchmark at the end of the year.
Fourth Grade McDonald Elementary School iReady Mathematics Diagnostic	50% were at/above benchmark at the end of the year.
Fifth Grade McDonald Elementary School iReady Mathematics Diagnostic	55% were at/above benchmark at the end of the year.
Kindergarten Willow Dale Elementary School iReady Mathematics Diagnostic	78% were at/above benchmark at the end of the year.
First Grade Willow Dale Elementary School iReady Mathematics Diagnostic	53% were at/above benchmark at the end of the year.
Second Grade Willow Dale Elementary School iReady Mathematics Diagnostic	53% were at/above benchmark at the end of the year.
Third Grade Willow Dale Elementary School iReady Mathematics Diagnostic	51% were at/above benchmark at the end of the year.
Fourth Grade Willow Dale Elementary School iReady Mathematics Diagnostic	55% were at/above benchmark at the end of the year.
Fifth Grade Willow Dale Elementary School iReady Mathematics Diagnostic	62% were at/above benchmark at the end of the year.

Mathematics Summary

Strengths

Our mathematics program is a model of strategic success. Through six consecutive years of consistent curricular alignment, teachers have mastered the rigorous, standards-aligned curriculum leading directly to sustained growth.

Challenges

While math growth scores are above national norms, the focus is on translating this consistent growth into accelerated gains in achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We are not collecting local data in Science at this time.	We need to investigate ways to collect local data.
PSSA Science for 2024-2025 was a field test with no reportable data	We will look at the 2025-26 data to determine next steps.
Slight increase in percentage of students scoring advanced or proficient on the Biology Keystone for 2024-2025.	Although increasing, the percentage of students proficient or advanced is still below the state average.

Science, Technology, and Engineering Education Summary

Strengths

The number of students scoring proficient or advanced in Keystone Biology is increasing.

Challenges

We are not collecting local data in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
97.1% of Elementary Students meet the Career Readiness Indicator.	We use SMART futures to help students achieve this indicator's requirements.
97.5% of middle school students meet the Career Readiness Indicator.	We use SMART futures and Naviance to help students achieve this indicator's requirements.
57.8% of high school students meet the Career Readiness Indicator.	We use Naviance to help students achieve this indicator's requirements. The HS has a robust partnership model with businesses and universities.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Holy Family Univeristy

Agreement Type

Local Articulation

Program/Course Area

Multiple Areas

Uploaded Files

HFU Centennial SD.pdf

Partnering Institution

Bucks County Community College

Agreement Type

Dual Credit

Program/Course Area

Multiple Areas

Uploaded Files

BCCC and Centennial SD Dual Enrollment MOU (1) (1).pdf

Partnering Institution

Gwynedd Mercy University

Agreement Type

Dual Credit

Program/Course Area

Accounting, Marketing, Communications, Physics, Biology, Chemistry, Statistics, Computer Science, Calculus, English

Uploaded Files

2025-26 Centennial SD Dual Credit Agreement s.pdf

Partnering Institution

Commonwealth University

Agreement Type

Local Articulation

Program/Course Area

Guaranteed Admissions

Uploaded Files

Guaranteed Admissions - CSD and Commonwealth University (1).pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

97% of our elementary and middle school students meet the Career Readiness Indicator.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

57.8% of high school students meet the Career Readiness Indicator, a significant drop from the previous school year.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
iReady Reading Diagnostic (Davis Elementary School)	58% of students identified as LEP are at/above benchmark
iReady Reading Diagnostic (Klinger Middle School)	5% of students identified as LEP are at/above benchmark
iReady Reading Diagnostic (McDonald Elementary School)	30% of students identified as LEP are at/above benchmark
iReady Reading Diagnostic (Willow Dale Elementary School)	45% of students identified as LEP are at/above benchmark
iReady Mathematics Diagnostic (Willow Dale Elementary School)	36% of students identified as LEP are at/above benchmark
iReady Mathematics Diagnostic (McDonald Elementary School)	33% of students identified as LEP are at/above benchmark

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
iReady Reading Diagnostic (Willow Dale Elementary School)	36% of students identified as Special Education are at/above benchmark
iReady Mathematics Diagnostic (Willow Dale Elementary School)	32% of students identified as Special Education are at/above benchmark
iReady Reading Diagnostic (Davis Elementary School)	34% of students identified as Special Education are at/above benchmark
iReady Mathematics Diagnostic (Davis Elementary School)	39% of students identified as Special Education are at/above benchmark
iReady Reading Diagnostic (Klinger Middle School)	25% of students identified as Special Education are at/above benchmark
iReady Mathematics Diagnostic (Klinger Middle School)	18% of students identified as Special Education are at/above benchmark
iReady Reading Diagnostic (McDonald Elementary School)	33% of students identified as Special Education are at/above benchmark
iReady Mathematics Diagnostic (McDonald Elementary School)	28% of students identified as Special Education are at/above benchmark

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
iReady Reading Diagnostic (Davis Elementary School)	54% of students identified as Economically Disadvantaged are at/above benchmark
iReady Mathematics Diagnostic (Davis Elementary School)	56% of students identified as Economically Disadvantaged are at/above benchmark
iReady Reading Diagnostic (Klinger Middle School)	43% of students identified as Economically Disadvantaged are at/above benchmark
iReady Mathematics Diagnostic Klinger Middle School)	45% of students identified as Economically Disadvantaged are at/above benchmark
iReady Reading Diagnostic (McDonald Elementary School)	43% of students identified as Economically Disadvantaged are at/above benchmark
iReady Mathematics Diagnostic (McDonald Elementary School)	40% of students identified as Economically Disadvantaged are at/above benchmark

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Asian	iReady Reading Diagnostic (Davis Elementary School)- 37% at / above benchmark. iReady Mathematics Diagnostic (Davis Elementary School)- 37% at / above benchmark.iReady Reading Diagnostic (Klinger Middle School)- 60% at / above benchmark. iReady Mathematics Diagnostic (Klinger Middle School)- 83% at / above benchmark.iReady Reading Diagnostic (McDonald Elementary School)- 11% at / above benchmark. iReady Mathematics Diagnostic (McDonald Elementary School)- 11% at / above benchmark.iReady Reading Diagnostic (Willow Dale Elementary School)- 69% at / above benchmark. iReady Mathematics Diagnostic (Willow Dale Elementary School)- 65% at / above benchmark.
Hispanic	iReady Reading Diagnostic (Davis Elementary School)- 14% at / above benchmark. iReady Mathematics Diagnostic (Davis Elementary School)- 43% at / above benchmark.iReady Reading Diagnostic (Klinger Middle School)- 43% at / above benchmark. iReady Mathematics Diagnostic (Klinger Middle School)- 35% at / above benchmark.iReady Reading Diagnostic (McDonald Elementary School)- 14% at / above benchmark. iReady Mathematics Diagnostic (McDonald Elementary School)- 19% at / above benchmark.iReady Reading Diagnostic (Willow Dale Elementary School)- 52% at / above benchmark. iReady Mathematics Diagnostic (Willow Dale Elementary School)- 45% at / above benchmark.
White	iReady Reading Diagnostic (Davis Elementary School)- 34% at / above benchmark. iReady Mathematics Diagnostic (Davis Elementary School)- 33% at / above benchmark.iReady Reading Diagnostic (McDonald Elementary School)- 26% at / above benchmark. iReady Mathematics Diagnostic (McDonald Elementary School)- 24% at / above benchmark.iReady Reading Diagnostic (Klinger Middle School)- 60% at / above benchmark. iReady Mathematics Diagnostic (Klinger Middle School)- 57% at / above benchmark.
Black	iReady Reading Diagnostic (Klinger Middle School)- 40% at / above benchmark. iReady Mathematics Diagnostic (Klinger Middle School)- 36% at / above benchmark.iReady Reading Diagnostic (Willow Dale Elementary School)- 45% at / above

	benchmark. iReady Mathematics Diagnostic (Willow Dale Elementary School)- 37% at / above benchmark.
2 or More Races	iReady Reading Diagnostic (Klinger Middle School)- 58% at / above benchmark. iReady Mathematics Diagnostic (Klinger Middle School)- 53% at / above benchmark.iReady Reading Diagnostic (McDonald Elementary School)- 45% at / above benchmark. iReady Mathematics Diagnostic (McDonald Elementary School)- 45% at / above benchmark.iReady Reading Diagnostic (Willow Dale Elementary School)- 54% at / above benchmark. iReady Mathematics Diagnostic (Willow Dale Elementary School)- 49% at / above benchmark.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Davis Elementary School students in multiple sub-groups have more than 50% of students at or above the benchmark in local data
40% or more of students identified as Economically Disadvantaged are at/above benchmark across multiple buildings

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Less than 40% of elementary students identified as Special Education are at/above benchmark

Designated Schools

William Tennent HS

Priority Challenge	Comments and Notable Observations
Continuing to increase the % of students with disabilities demonstrating proficient or advanced performance on the Literature Keystone Exam,.	Only 24.4% of students with disabilities demonstrated proficient or advanced on the 2024-2025 Literature Keystone Exam. Although this is a 11.9% increase from 2023-2024, it is still significantly below the overall statewide average and does not meet the annual target.
Continuing to increase the % of English Learners demonstrating proficient or advanced performance on the Literature Keystone Exam.	Only 26.1% of English Learners demonstrated proficient or advanced on the 2024-2025 Literature Keystone Exam. Although this is a 4.1% increase from 2023-2024, it is still significantly below the overall statewide average and does not meet the annual target.
Increase the % of English Learners demonstrating proficient or advanced performance on the Algebra 1 Keystone Exam.	Only 21.7% of English Learners demonstrated proficient or advanced on the 2024-2025 Algebra 1 Keystone Exam. This is a 0.5% decrease from 2023-2024, it is still significantly below the overall statewide average and does not meet the annual target.
Increase the % of students with disabilities demonstrating proficient or advanced performance on the Algebra 1 Keystone Exam.	Only 9% of students with demonstrated proficient or advanced on the 2024-2025 Algebra 1 Keystone Exam. Although this is a 5% increase from 2023-2024, it is still significantly below the overall statewide average and does not meet the annual target.

Systemic LEA Challenges
Teachers need some professional development on writing objectives and lesson plans aligned to PA Standards.
Common assessments are in the process of being created for each course at WTHS. While this has begun, it is still a work in progress.
Instructional practices may not always be informed by data.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our special education programs tied to Portrait of a Graduate over the next 3 years.
Title I Program	We are focusing all of our title I planning and monies on improving reading and math achievement and growth for all students.
Student Services	The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our pupil related services in alignment with a Portrait of a Graduate.
K-12 Guidance Plan (339 Plan)	Due in 2027
Communication Plan	The district communications coordinator will be focused on systematic improvements to communication across the district to ensure unified effort, access, and opportunity for all stakeholders.
English Language Development Programs	We have transferred Title IIA & Title IV Funds into Title III to address the needs of our EL population

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

We have transferred Title IIA & Title IV Funds into Title III to address the needs of our EL population
We are focusing all of our title I planning and monies on improving reading and math achievement and growth for all students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our special education programs & pupil related services over the next 3 years.
The district communications coordinator will be focused on systematic improvements to communication across the district to ensure unified effort, access, and opportunity for all stakeholders.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Ensure effective, standards-aligned curriculum and assessment
Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Coordinate and monitor supports aligned with students’ and families’ needs
Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Exceptional Subgroup Growth: PVAAS growth for English Learners (100%) and Students with Disabilities/Lowest Performing 33% (92%) demonstrates that evidence-based systems are effectively closing the growth gap for high-needs students	True
ELA Growth Consistency: Academic growth (PVAAS) in ELA/Literature is consistently 100% Meets or Exceeds at the secondary level	True
Mathematics Recovery: Overall PSSA Mathematics Achievement (Grades 3-8) is strong, having steadily increased since the pandemic and is now above the PA state average	True
Career Foundations: Elementary and middle schools show outstanding performance in the Career Standards Benchmark (93.4% to 99.3%), providing a strong K-8 foundation	False
Elementary students are demonstrating strong, accelerated growth in reading following the implementation of our new, evidence-based literacy program aligned to the science of reading.	True
Middle school students are demonstrating steady-to-moderate growth on reading scores as a new evidence-based literacy program is phased into grades 6, 7, and 8 across three academic years.	False
Our mathematics program is a model of strategic success. Through six consecutive years of consistent curricular alignment, teachers have mastered the rigorous, standards-aligned curriculum leading directly to sustained growth.	True
The number of students scoring proficient or advanced in Keystone Biology is increasing.	True
97% of our elementary and middle school students meet the meet the Career Readiness Indicator.	True
Davis Elementary School students in multiple sub-groups have more than 50% of students at or above the benchmark in local data	False
40% or more of students identified as Economically Disadvantaged are at/above benchmark across multiple buildings	True
We have transferred Title IIA & Title IV Funds into Title III to address the needs of our EL population	False
We are focusing all of our title I planning and monies on improving reading and math achievement and growth for all students.	False
We have transferred Title IIA & Title IV Funds into Title III to address the needs of our EL population	False
We are focusing all of our title I planning and monies on improving reading and math achievement and growth for all students.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	True
Ensure effective, standards-aligned curriculum and assessment	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
High School Math Growth: William Tennent HS exhibits "Well Below" expected academic growth (50%) in PVAAS Mathematics/Algebra	True
High School Career Readiness: Performance metrics for career readiness indicators (Career Standards Benchmark: 57.8%; Rigorous Courses of Study: 45.7%; Graduate Transition: 77.1%) at the high school level are significantly low	True
Keystone Biology Proficiency: Keystone Biology achievement (37.5%) is slightly below the PA State Average, requiring attention during the systematic curriculum review	True
The iReady diagnostic data highlights the opportunity to move beyond national benchmarks, which currently reflect broader systemic challenges in reading growth.	False
The historical challenge of declining 6th grade reading scores following the 5th-to-6th grade transition (reflective of county and state-wide trends) is a high-priority performance metric.	False
While math growth scores are above national norms, the focus is on translating this consistent growth into accelerated gains in achievement.	True
We are not collecting local data in science.	False
57.8% of high school students meet the Career Readiness Indicator, a significant drop from the previous school year.	False
Less than 40% of elementary students identified as Special Education are at/above benchmark	True
The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our special education programs & pupil related services over the next 3 years.	False
The district communications coordinator will be focused on systematic improvements to communication across the district to ensure unified effort, access, and opportunity for all stakeholders.	False
The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our special education programs & pupil related services over the next 3 years.	True
The district communications coordinator will be focused on systematic improvements to communication across the district to ensure unified effort, access, and opportunity for all stakeholders.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
Coordinate and monitor supports aligned with students' and families' needs	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
High School Math Growth: William Tennent HS exhibits "Well Below" expected academic growth (50%) in PVAAS Mathematics/Algebra	Build the capacity of teachers to implement evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
High School Career Readiness: Performance metrics for career readiness indicators (Career Standards Benchmark: 57.8%; Rigorous Courses of Study: 45.7%; Graduate Transition: 77.1%) at the high school level are significantly low	Partner with local businesses, community organizations, and other agencies to meet the needs of the district. Coordinate and monitor supports aligned with students' and families' needs	True
Keystone Biology Proficiency: Keystone Biology achievement (37.5%) is slightly below the PA State Average, requiring attention during the systematic curriculum review		False
While math growth scores are above national norms, the focus is on translating this consistent growth into accelerated gains in achievement.		False
Less than 40% of elementary students identified as Special Education are at/above benchmark		False
The district has a new Executive Director & Assistant Director of Student Services. They will be focused on systematic improvements in our special education programs & pupil related services over the next 3 years.		False
The district communications coordinator will be focused on systematic improvements to communication across the district to ensure unified effort, access, and opportunity for all stakeholders.		False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Shift focus from growth to achievement in all areas K through 12. Support English Learners and Students with Disabilities to improve the % of students demonstrating proficient or advanced in all tested areas, especially at the high school.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Alignment between future ready students and employee growth systems (e.g., professional standards, goal-setting, evaluations).	True
Coordinate and monitor supports aligned with students' and families' needs	Improve two-way communication strategies between the district and all stakeholders to ensure we allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data toward students' future success in college and career readiness.	False

Partner with local businesses, community organizations, and other agencies to meet the needs of the district		False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Exceptional Subgroup Growth: PVAAS growth for English Learners (100%) and Students with Disabilities/Lowest Performing 33% (92%) demonstrates that evidence-based systems are effectively closing the growth gap for high-needs students	Continue the LEP & ELD initiatives to drive EL success and movement towards achievement.
ELA Growth Consistency: Academic growth (PVAAS) in ELA/Literature is consistently 100% Meets or Exceeds at the secondary level	Continue the implementation of ELA & Literacy initiatives to drive achievement
Mathematics Recovery: Overall PSSA Mathematics Achievement (Grades 3-8) is strong, having steadily increased since the pandemic and is now above the PA state average	Continue the implementation of mathematics initiatives to drive achievement
Elementary students are demonstrating strong, accelerated growth in reading following the implementation of our new, evidence-based literacy program aligned to the science of reading.	Continue the implementation of ELA & Literacy initiatives to drive achievement
Our mathematics program is a model of strategic success. Through six consecutive years of consistent curricular alignment, teachers have mastered the rigorous, standards-aligned curriculum leading directly to sustained growth.	Continue the implementation of mathematics initiatives to drive achievement
The number of students scoring proficient or advanced in Keystone Biology is increasing.	Continue the implementation of biology initiatives to drive achievement
97% of our elementary and middle school students meet the meet the Career Readiness Indicator.	
40% or more of students identified as Economically Disadvantaged are at/above benchmark across multiple buildings	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	
Ensure effective, standards-aligned curriculum and assessment	
Foster a vision and culture of high expectations for success for all students, educators, and families	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to strengthen our curriculum, our core instruction, and our systems of support for learners, then our learners will be prepared for post-secondary education, career, and life readiness.
	If we address the areas of challenge and concern around access and engagement, our families, community, faculty, and staff will have what they need to feel a sense of belonging and have support to ensure students are prepared for post-secondary education, career, and life readiness.
	If we strengthen organizational systems to enhance employee efficacy in alignment with improving achievement, growth, access, and engagement, we will be better able to address our priority challenges.

Goal Setting

Priority: If we continue to strengthen our curriculum, our core instruction, and our systems of support for learners, then our learners will be prepared for post-secondary education, career, and life readiness.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures.		
Measurable Goal Nickname (35 Character Max)		
Curriculum, Instruction, & Student Success Framework		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026-2027 school year, implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction.	By the end of the 2027-2028 school year, establish Consistent Data Review and Assessment Protocols	By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures.

Priority: If we address the areas of challenge and concern around access and engagement, our families, community, faculty, and staff will have what they need to feel a sense of belonging and have support to ensure students are prepared for post-secondary education, career, and life readiness.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.		
Measurable Goal Nickname (35 Character Max)		
District Communication, Belonging, & Partnership Framework		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026-2027 school year, expand engagement events and outreach with an emphasis on communication to increase participation.	By the end of the 2027-2028 school year, align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies	By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Priority: If we strengthen organizational systems to enhance employee efficacy in alignment with improving achievement, growth, access, and engagement, we will be better able to address our priority challenges.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.		
Measurable Goal Nickname (35 Character Max)		
Portrait of a Graduate Framework		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026-2027 school year, develop and implement a districtwide Portrait of a Graduate creation process by convening a representative steering committee, engaging diverse community stakeholders through surveys, focus groups, and listening sessions, and presenting the finalized College- and	By the end of the 2027-2028 school year, provide coordinated professional learning to integrate Portrait of a Graduate competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.	By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.

Career-Ready competencies for Board approval		
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Action Plan

Measurable Goals

Curriculum, Instruction, & Student Success Framework	District Communication, Belonging, & Partnership Framework
Portrait of a Graduate Framework	

Action Plan For: Culturally Responsive Family and Community Engagement

Measurable Goals:
- By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success. - By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Action Step		Anticipated Start/Completion Date	
Establish Formal Parent and Community Partnerships that are inclusive of all student stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Assistant Principals	Event signage and banners, refreshments/snacks, QR codes for surveys, feedback forms, informational materials, and representatives from each grade level, language group, and special program (EL, Special Education, etc.). Back to School Nights, Open House, HSA events, multilingual flyers/posters, translation/interpretation services, event signage, feedback forms, and family engagement materials.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establishment of a functioning Advisory Council and active Ambassador Program with representation from all student subgroups.	Superintendent's Cabinet, Directors, Building Principals, Communications Specialist. Annual review of family participation and communication data. Review participation logs and survey feedback, and summarize findings in administrative reports.

Action Plan For: Equitable, Multilingual School–Family Communication Systems

Measurable Goals:
- By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success. - By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Action Step	Anticipated Start/Completion Date
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Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent's Cabinet, Directors, Building Principals, and Communications Specialist.	ParentSquare, ThoughtExchange, S'More, Skyward Communications, Canvas Announcements, Pairaphrase, Thrillshare, Google Surveys, Attendance Dashboards, staff/family survey tools, and leadership communication protocols.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors, Building Principals,	Attendance Dashboards, staff/family survey tools, and professional learning resources.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase from 2025-26 baseline in two-way family engagement through district and school communication platforms. Documented use of tiered attendance strategies and intervention logs. Expanded multilingual access (translation requests, usage analytics, and survey participation).	Superintendent's Cabinet, Directors, Building Principals, Communications Specialist. Quarterly review of attendance, engagement data, and leadership communication. Annual review of family participation and communication data. Collect and analyze Attendance dashboards, staff/family surveys, ParentSquare analytics, engagement logs/participation logs. Review participation logs and survey feedback, and summarize findings in administrative reports.

Action Plan For: Data-Driven Instruction through Professional Learning Communities (PLCs)

Measurable Goals:
- By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures. - By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.

Action Step		Anticipated Start/Completion Date	
Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Teaching & Learning, Building Principals, Assistant Principals, Department Chairs, and Instructional Coaches.	Curriculum frameworks, Wit & Wisdom, Eureka Math, OpenSciEd, STEEL standards, aligned Social Studies curriculum, Lesson plan templates, Canvas blueprints,	Yes	No

	standards-alignment guides, and coaching support.		
Action Step		Anticipated Start/Completion Date	
Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal, Assistant Principal, Department Chairs/Coordinators, Grade Level Leads, and Instructional Coaches.	Benchmark/digital assessments (i-Ready, Mastery Connect, PSSA, WIDA), common assessments/question banks, and PLC/departamental data review protocols.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of consistent instructional design reflected in lesson plans, Canvas courses, and observations. All students demonstrate at least 3% growth annually across standardized measures. 100% of teachers analyze common assessment results to inform and improve necessary instructional changes. 100% of teachers maintain updated lesson plans through walkthrough data.	Directors of Teaching & Learning, Student Services, Technology & Innovation, Building Principals, Assistant Principals, Department Chairs/Coordinators, Grade Level Leads, and Instructional Coaches. Quarterly data reviews for departmental progress and overall alignment. Annual data reviews with grade-level teams and district leadership. Analyze standardized assessment data (PSSA, i-Ready, etc.), benchmark reports, common assessment data, walkthrough data, progress-monitoring reports. Use data team minutes and PLC meeting notes to document student growth and instructional adjustments.

Action Plan For: Multi-Tiered System of Supports (MTSS) for Academic and Behavioral Growth

Measurable Goals:
- By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures. - By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.

Action Step		Anticipated Start/Completion Date	
Sustain Foundational Student Support Systems: Maintain and expand School-Wide MTSS/Positive Behavior Systems (PBIS) K–12 and align student services to promote academic growth, well-being, and continuous staff development.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Services, Director of Teaching & Learning, Building Principals.	PBIS tools, student service alignment protocols, professional learning resources, and instructional technology platforms supporting data-driven instruction.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All six schools have implemented school-wide positive behavior systems appropriate to the age level of their students.	Directors of Teaching & Learning, Student Services, Technology & Innovation, Building Principals, Assistant Principals, Department Chairs/Coordinators, Grade Level Leads, and Instructional Coaches. Quarterly data reviews for departmental progress and overall alignment. Annual data reviews with grade-level teams and district leadership. Analyze standardized

	assessment data (PSSA, i-Ready, etc.), benchmark reports, common assessment data, walkthrough data, progress-monitoring reports. Use data team minutes and PLC meeting notes to document student growth and instructional adjustments.
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Action Plan For: Portrait of a Graduate–Aligned Instructional and Leadership Framework

Measurable Goals:
- By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures. - By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success. - By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Action Step		Anticipated Start/Completion Date	
Develop and implement a districtwide PoG creation process by convening a representative steering committee, engaging diverse community stakeholders through surveys, focus groups, and listening sessions, and presenting the finalized College- and Career-Ready competencies for Board approval		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Assistant Superintendent, PoG Steering Committee.	PoG Steering Committee and stakeholder engagement tools (meeting schedules, agendas, timelines), relevant data and resources to inform discussions, and technology platforms for collaboration and sharing (Thrillshare, ParentSquare, Google Workspace, ThoughtExchange).	No	Yes
Action Step		Anticipated Start/Completion Date	
Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Teaching & Learning, Building Principals, PoG Steering Committee.	Professional learning resources, curriculum alignment documents, and assessment design templates.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Board-approved Centennial Portrait of a Graduate defining College & Career Ready competencies. PoG competencies embedded across curriculum maps, instructional goals, and professional learning plans.	People Involved: Superintendent's Cabinet, Directors, Building Principals, and PoG Steering Committee. Frequency: Quarterly review of PoG integration and system alignment. Annual progress reflection presented to the Board of School Directors. Method/Data Used: Stakeholder feedback sessions, surveys, and documentation of engagement events. Review of professional learning plans and organizational alignment artifacts. Observation of PoG integration into instruction, communications, and leadership meetings.

Action Plan For: Systems Alignment for Continuous Improvement

Measurable Goals:

- By the end of the 2028–2029 school year, all schools will demonstrate continuous improvement in student success across a variety of growth and achievement measures.
- By the end of the 2028–2029 school year, the district will strengthen organizational systems to enhance employee efficacy and student success.
- By the end of the 2028–2029 school year, Centennial will have strengthened access, engagement, and communication for our diverse stakeholder groups: Families (Parents, Guardians, Students), Community, and Faculty / Staff.

Action Step		Anticipated Start/Completion Date	
Build leadership and cross-department capacity to embed the PoG within district systems—supervision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the PoG vision.		2026-07-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent's Cabinet, Directors, Building Principals.	Staff surveys, program evaluations, leadership development materials, and staff recognition protocols.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Alignment between PoG skills and employee growth systems (e.g., professional standards, goal-setting, evaluations).	People Involved: Superintendent's Cabinet, Directors, Building Principals, and PoG Steering Committee. Frequency: Quarterly review of PoG integration and system alignment. Annual progress reflection presented to the Board of School Directors. Method/Data Used: Stakeholder feedback sessions, surveys, and documentation of engagement events. Review of professional learning plans and organizational alignment artifacts. Observation of PoG integration into instruction, communications, and leadership meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Culturally Responsive Family and Community Engagement	Establish Formal Parent and Community Partnerships that are inclusive of all student stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation.
Equitable, Multilingual School–Family Communication Systems	Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information.
Equitable, Multilingual School–Family Communication Systems	Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.
Data-Driven Instruction through Professional Learning Communities (PLCs)	Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring.
Data-Driven Instruction through Professional Learning Communities (PLCs)	Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.
Multi-Tiered System of Supports (MTSS) for Academic and Behavioral Growth	Sustain Foundational Student Support Systems: Maintain and expand School-Wide MTSS/Positive Behavior Systems (PBIS) K–12 and align student services to promote academic growth, well-being, and continuous staff development.
Portrait of a Graduate–Aligned Instructional and Leadership Framework	Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.
Systems Alignment for Continuous Improvement	Build leadership and cross-department capacity to embed the PoG within district systems—supervision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the PoG vision.

Standards-Aligned Instructional Design & Lesson Planning

Action Step		
- Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring. - Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps. - Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.		
Audience		
Teachers (K–12), Instructional Coaches, Department Chairs / Grade-Level Leads, Building Administrators		
Topics to be Included		
Writing standards-aligned learning objectivesAligning objectives, instruction, and assessmentDistrict lesson planning expectations and templates		
Evidence of Learning		
Lesson plan audits, walkthrough data, Canvas course reviews, coaching feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Teaching & Learning; Building Principals; Assistant Principals; Instructional Coaches	2026-08-25	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Common Assessment Design & Implementation

Action Step		
- Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring. - Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.		
Audience		
Teachers (Secondary priority at WTHS), Department Chairs, Instructional Coaches, Administrators		
Topics to be Included		
Collaborative common assessment designAlignment to curriculum standardsAssessment administration and scoring		
Evidence of Learning		
Common assessment artifacts, PLC agendas/minutes, documentation of instructional adjustments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals; Assistant Principals; Department Chairs; Instructional Coaches; Director of Teaching & Learning	2026-08-25	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Data-Informed Instruction & PLC Practices

Action Step		
Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.		
Audience		
Teachers, Instructional Coaches, Department Chairs / Grade-Level Leads, Administrators		
Topics to be Included		
PLC data review protocolsAnalyzing benchmark and common assessment dataTranslating data into instructional adjustments		
Evidence of Learning		
PLC documentation, assessment reports, walkthrough evidence of data-informed instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals; Assistant Principals; Instructional Coaches; Department Chairs; Director of Teaching & Learning	2026-08-25	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	

MTSS, PBIS & Attendance-Aligned Student Supports

Action Step		
- Sustain Foundational Student Support Systems: Maintain and expand School-Wide MTSS/Positive Behavior Systems (PBIS) K–12 and align student services to promote academic growth, well-being, and continuous staff development. - Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.		
Audience		
Teachers, Student Services Staff, Instructional Coaches, Administrators		
Topics to be Included		
MTSS tiered supportsPBIS implementationAttendance-aligned intervention practicesProgress monitoring		
Evidence of Learning		
MTSS documentation, intervention logs, attendance and behavior data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services; Director of Teaching & Learning; Building Principals	2026-08-25	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 4b: Maintaining Accurate Records	

This Step Meets the Requirements of State Required Trainings
Common Ground

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Equitable, Multilingual Communication & Family Engagement

Action Step		
- Establish Formal Parent and Community Partnerships that are inclusive of all student stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation. - Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information. - Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.		
Audience		
Administrators, Teachers, Office Staff, Family Liaisons, Support Staff		
Topics to be Included		
Multilingual and accessible communicationUse of district communication platformsCulturally responsive family engagement		
Evidence of Learning		
Platform analytics, engagement logs, family and staff surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent's Cabinet; Communications Specialist; Building Principals	2026-01-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
4c: Communicating with Families 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Leadership Development & Portrait of a Graduate Alignment

Action Step	
- Build leadership and cross-department capacity to embed the PoG within district systems—supervision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the PoG vision. - Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.	
Audience	
District Administrators, Building Administrators, Teacher Leaders, Department Chairs	

Topics to be Included		
Portrait of a Graduate competenciesSystems alignment and coherenceLeadership capacity building		
Evidence of Learning		
PoG artifacts, professional learning plans, staff surveys, system alignment documentation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent; Assistant Superintendent; Directors; Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annually
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Other	Ongoing
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Districtwide Family & Community Engagement and Access Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Establish Formal Parent and Community Partnerships that are inclusive of all student stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation. - Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information.	Families (Parents, Guardians, Students), Community Members, Staff	Family and community engagement opportunitiesDistrict and school events and advisory structuresMultilingual access to information and feedback opportunitiesHow families can participate in and support student learning	Superintendent's Cabinet; Communications Specialist; Building Principals	01/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Monthly
Newsletter	Monthly
Posting on district website	Ongoing (updated as needed)
Presentation	Annually (community or family-facing events)

Portrait of a Graduate & District Vision Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Develop and implement a districtwide PoG creation process by convening a representative steering committee, engaging diverse community stakeholders through surveys, focus groups, and listening sessions, and presenting the finalized College- and Career-Ready competencies for Board approval - Build leadership and cross-department capacity to embed the PoG within district systems—super vision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the PoG vision.	Families, Community Members, Staff, Board of School Directors	Purpose and development of the Portrait of a Graduate College and Career Ready competencies How the PoG guides curriculum, instruction, leadership, and district culture Alignment of district initiatives and improvement efforts	Superintendent; Assistant Superintendent; Directors; Building Principals	01/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Quarterly
Posting on district website	Ongoing (updated at key milestones)
Newsletter	Quarterly
Brief	As needed (major updates or milestones)

Instructional Systems, Assessment, and Continuous Improvement Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Build leadership and cross-department capacity to embed the PoG within district systems—super vision, evaluation, professional standards, and culture—so that all structures reinforce staff efficacy, growth, and alignment to the PoG vision.	Staff (Teachers, Administrators, Instructional Coaches)	Purpose and expectations for common assessmentsData review protocols and instructional coaching supportsHow assessment and data systems support instructional improvementAlignme nt of instructional practices across classrooms and schools	Director of Teaching & Learning; Building Principals; Assistant Principals; Instructional Coaches	01/01/2026	06/30/2029
Communications					
Type of Communication			Frequency		
Memorandum			Annually (expectations and protocols)		
Email			Ongoing (as needed for updates and reminders)		
Presentation			Quarterly (faculty, department, or PLC meetings)		
Posting on district website			Ongoing (internal resources)		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

CENTENNIAL SD

48 Swan Way

Professional Development Plan (Act 48) | 2026 - 2029

Act 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

1. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
2. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
3. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
6. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.
7. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Profile and Plan Essentials

School District

122092002

48 Swan Way, Warminster, PA 18974

Frank Rutz

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2154416000 X 11029

Dr Abram Lucabaugh

lucaab@centennialsd.org

Steering Committee

Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Sarah Babins	School Counselor	Education Specialist	Education Specialist
Dr. Joseph Carracappa	High School Principal	Administrator	Administration Personnel
Annemarie Catalano	Teacher	Middle School Teacher	Teacher
Michelle Ciliberto	Teacher	Middle School Teacher	Teacher
Donna Colletti	OTL Coordinator	Administrator	Administration Personnel
Nick D'Andrea	Instructional Coach	Education Specialist	Education Specialist
Tracy Dixon	Teacher	Elementary Teacher	Teacher
Andrew Drago	Middle School Asst. Principal	Administrator	Administration Personnel
Joshua Fineberg	Special Education Supervisor	Administrator	Administration Personnel
Rena Friedant	Teacher	High School Teacher	Teacher
Geana Germana	Special Education Supervisor	Administrator	Teacher
Katie Gill	Elementary Principal	Administrator	Administration Personnel
Dr. Kristin Herman	Director of Technology & Innovation	Administrator	Administration Personnel
Dr. Heather Hopkins	Executive Director of Student Services	Administrator	Administration Personnel
Nancy King-Berkovitz	Teacher	High School Teacher	Teacher
Erin Landy	Instructional Coach	Education Specialist	Education Specialist
Molly Leahy	Teacher	High School Teacher	Teacher
Nancy Linville	Instructional Coach	Education Specialist	Education Specialist
Rose Miele	OTL Supervisor	Administrator	Administration Personnel
Moiria Murphy	OTL Coordinator	Administrator	Administration Personnel
Ryan Oessenich	Elementary Principal	Administrator	Administration Personnel
Joe Rutz	Director of Teaching & Learning	Administrator	Administration Personnel
Heather Stek	Teacher	High School Teacher	Teacher
Althea Tomlinson	Supervisor of Student Services	Administrator	Administration Personnel
Theresa Trageser	English Language Development	Education Specialist	Education Specialist
Katie Veisz	Asst Director of Student Services	Administrator	Administration Personnel
Pedro Viera	Parent	Parent of Child	School Board of Directors
Jeremy Wright	High School Asst Principal	Administrator	Administration Personnel
Dr. Michael Zackon	Asst. Superintendent	Administrator	Administration Personnel
Chad Evans	Community Member	Community Member	School Board of Directors
Amy Pallozzi	Parent	Parent of Child	School Board of Directors
Gretchen Lorenz	Parent	Parent of Child	School Board of Directors
Lawrence Lee	Parent	Parent of Child	School Board of Directors
Beth Lafratta	Parent	Parent of Child	School Board of Directors
Julie Yuen	Parent	Parent of Child	School Board of Directors
Mark Gindhart	School Board	Community Member	School Board of Directors
Flemming Godiksen	School Board	Community Member	School Board of Directors
Dr. Kathleen Maguire	School Board	Community Member	School Board of Directors
Dr. Mark Covelle	Community Member	Community Member	School Board of Directors
Alice Colyar	Community Member	Business Rep	School Board of Directors

Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.

The Act 48 Professional Development Committee meets 1 to 2 times a year. The committee is made up of teachers/teacher leaders, administrators, parents, students, and community/business representatives. The committee works to analyze, evaluate and provide input into the content, structure, and learning modalities around our District's professional learning. This helps to recommend district areas of focus based comprehensive planning, structures (e.g. - traditional in-services vs. Professional Growth Opportunity/GO times), and modalities (e.g. -brick and mortar, virtual/online, synchronous/asynchronous). Sub-committees include the District Academic Calendar Committee (which meets 3-4 times a year to build out the District Academic Calendar, including the professional learning/in-service calendar), and the Administrative Planning Committee, which meets 5 to 6 times a year to build out the nuts and bolts of the professional learning plan.

Action Plans Steps from Comprehensive Plan

Standards-Aligned Instructional Design & Lesson Planning

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring. - Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps. - Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.	Teachers (K–12), Instructional Coaches, Department Chairs / Grade-Level Leads, Building Administrators	Writing standards-aligned learning objectives Aligning objectives, instruction, and assessment District lesson planning expectations and templates	Lesson plan audits, walkthrough data, Canvas course reviews, coaching feedback

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Teaching & Learning; Building Principals; Assistant Principals; Instructional Coaches	08/25/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Workshop(s)	Annually	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Common Assessment Design & Implementation

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Implement a Standards-Based Instructional System (K-12) to drive continuous student achievement through rigorous and relevant instruction. This system requires all teachers to anchor practice in clearly communicated learning objectives and utilize strategic formative and summative assessments for ongoing progress monitoring. - Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.	Teachers (Secondary priority at WTHS), Department Chairs, Instructional Coaches, Administrators	Collaborative common assessment designAlignment to curriculum standardsAssessment administration and scoring	Common assessment artifacts, PLC agendas/minutes, documentation of instructional adjustments

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals; Assistant Principals; Department Chairs; Instructional Coaches; Director of Teaching & Learning	08/25/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Quarterly	1f: Designing Student Assessments 3d: Using Assessment in Instruction	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	1f: Designing Student Assessments 3d: Using Assessment in Instruction	

Data-Informed Instruction & PLC Practices

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish Consistent Data Review and Assessment Protocols: Require all teachers to administer and analyze common assessments in each content area and engage in quarterly data reviews within PLCs to identify trends and instructional next steps.	Teachers, Instructional Coaches, Department Chairs / Grade-Level Leads, Administrators	PLC data review protocols Analyzing benchmark and common assessment data Translating data into instructional adjustments	PLC documentation, assessment reports, walkthrough evidence of data-informed instruction

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals; Assistant Principals; Instructional Coaches; Department Chairs; Director of Teaching & Learning	08/25/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Quarterly	3d: Using Assessment in Instruction 4a: Reflecting on Teaching	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	3d: Using Assessment in Instruction 4a: Reflecting on Teaching	

MTSS, PBIS & Attendance-Aligned Student Supports

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
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- Sustain Foundational Student Support Systems: Maintain and expand School-Wide MTSS/Positive Behavior Systems (PBIS) K–12 and align student services to promote academic growth, well-being, and continuous staff development. - Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.	Teachers, Student Services Staff, Instructional Coaches, Administrators	MTSS tiered supportsPBIS implementationAttendance-aligned intervention practicesProgress monitoring	MTSS documentation, intervention logs, attendance and behavior data
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Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Student Services; Director of Teaching & Learning; Building Principals	08/25/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 4b: Maintaining Accurate Records	Common Ground
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3c: Engaging Students in Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

Equitable, Multilingual Communication & Family Engagement

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Establish Formal Parent and Community Partnerships that are inclusive of all student	Administrators, Teachers, Office Staff, Family Liaisons, Support Staff	Multilingual and accessible communicationUse of district communication	Platform analytics, engagement logs, family and staff surveys

stakeholder groups. Expand engagement events and outreach with an emphasis on communication to increase participation. - Implement a districtwide communication and engagement framework that promotes equitable and multilingual access to information. - Align Attendance and Intervention Protocols: Align attendance, outreach, and professional learning practices across all schools, focusing on documented use of tiered attendance strategies and intervention logs.		platformsCulturally responsive family engagement	
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Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent's Cabinet; Communications Specialist; Building Principals	01/01/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	4c: Communicating with Families 4e: Growing and Developing Professionally	Common Ground
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		

Leadership Development & Portrait of a Graduate Alignment

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Build leadership and cross-department capacity to embed the PoG within district systems—supervision, evaluation, professional standards, and culture—so that all structures reinforce staff	District Administrators, Building Administrators, Teacher Leaders, Department Chairs	Portrait of a Graduate competenciesSystems alignment and coherenceLeadership capacity building	PoG artifacts, professional learning plans, staff surveys, system alignment documentation

efficacy, growth, and alignment to the PoG vision. • Provide coordinated professional learning to integrate PoG competencies into curriculum maps, daily instructional practices, and assessment design, ensuring the PoG serves as a consistent, districtwide guide for teaching and learning.			
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Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent; Assistant Superintendent; Directors; Building Principals	07/01/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
Other	Ongoing	4d: Participating in a Professional Community 4f: Showing Professionalism	

Other Professional Development Activities

Structured Literacy

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Elementary Teachers, Reading/Literacy Teachers, Instructional Coaches, Reading Specialists, Special Education teachers, English Language Teachers, and Administrators in grades K-12, as well as all teachers with the relevant and required certifications.	Phonological and Phonemic Awareness, Phonics and Word Recognition, Fluent Reading of Text, Vocabulary, Listening and Reading Comprehension, and Written Expression.	Instructional based WalkthroughsObservations and Evaluations - formal, differentiated supervisionProfessional Development schedule and surveys/feedback formsStudent outcomes.

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning	07/01/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing throughout the year - combinations of synchronous and asynchronous workshops.	1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

Professional Ethics

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All faculty and staff	The PDE required a professional ethics framework	Completion of online modules addressing the PDE required professional ethics framework

Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Chief Human Resource Officer	07/01/2026 - 06/30/2029

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annual		Professional Ethics

Professional Development Plan Assurances

Professional Development Plan Assurances

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2020-2021
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? The five required certifications, for both teaching faculty and administration, have received/will continue to receive/will receive Structured Literacy Training.	
Is the LEA using or planning to implement Structured Literacy (Select One)? Yes, full implementation.	

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

The District Act 48 Professional Development Committee, made up of district administration, teacher leadership, and members of our Student and Parent Advisory Committees, meets on an annual basis to review the current year's professional learning - data to support the areas of focus (student academic and social-emotional learning outcomes, surveys, program quality reviews, other third-party qualitative and quantitative reports), topics (federal/state mandated, district need, individual teacher need), calendar (timing of professional learning in-service days, monthly Professional GOTimes, and coaching sessions), delivery method (brick and mortar, blended, virtual, synchronous, asynchronous), and annual Thoughtexchange Discussion Management feedback tool to ascertain what worked, what didn't work, and what changes would make the professional learning more effective for the following year. The Committee then charts changes and modifications to the schedule, format, etc...for the upcoming year. These are then communicated to the full faculty and staff via a monthly newsletter.

Professional Education Plan Assurances

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

Centennial SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		122092002
Address 1		
48 Swan Way		
Address 2		
City	State	Zip Code
Warminster	PA	18974
Chief School Administrator		
Dr Abram Lucabaugh		
Chief School Administrator Email		
lucaab@centennialsd.org		
Educator Induction Plan Coordinator Name		
Rose Miele		
Educator Induction Plan Coordinator Name Email		
mielro@centennialsd.org		
Educator Induction Plan Coordinator Phone Number		Extension
215-441-6000		11028

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Joseph Rutz	Director of Teaching and Learning	Administrator	Administration Personnel
Erin Landy	Instructional Coach	Teacher	Teacher
Althea Tomlinson	Supervisor of Student Services	Education Specialist	Education Specialist
Rose Miele	Supervisor of Teaching and Learning	Administrator	Administration Personnel
Moirra Murphy	Coordinator of Teaching and Learning	Administrator	Administration Personnel
Kris Gilchrist	Administrative Assistant for OTL	Other	Administration Personnel
Nancy Linville	Instructional Coach	Teacher	Education Specialist
Nick D'Andrea	Instructional Coach	Teacher	Education Specialist
Kristin Herman	Director of Technology	Administrator	Administration Personnel
Ryan Oesennich	Principal	Administrator	Administration Personnel

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	No
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

A two-year dual pathway induction program for new educators that is both structured and self-paced. It relies heavily on mentoring, building level support, and facilitation by instructional coaches.

Content Included

The CSD New Educator Induction and CSD Introduction Program provides newly hired teachers with training in professional ethics, educator effectiveness, brain science and the science of learning, English Language Development (ELD), Multi-Tiered Systems of Support (MTSS), structured literacy and the Science of Reading, technology systems, and district initiatives. Level I teachers complete a two-year induction with mentor support, while Level II teachers complete a one-year, self-paced introduction focused on district systems and practices.

Meeting Frequency

Inductees will meet monthly at the district level and receive individualized support at the building level as needed.

Delivery Format

A combination of synchronous and asynchronous virtual and in-person sessions. The program emphasizes job-embedded personalized learning.

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	No
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

Other

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

The building principal carefully selects the mentor according to the specific needs of the mentee.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

Provide trauma-informed instruction. Incorporate social-emotional learning strategies into Tier 1 instruction. Improve educator wellness.

Lead Person/Position

Michelle Gill

Anticipated Start

2025-09-01

Anticipated Completion

2026-06-10

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

Gain knowledge of the Danielson Framework for teaching effectiveness.

Lead Person/Position

Office of Teaching and Learning

Anticipated Start

2025-09-01

Anticipated Completion

2026-06-10

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

Professional Ethics Program Framework Guidelines**Topic Objectives**

Participants will complete an asynchronous module based on information from the Model Code of Ethics for Educators.

Lead Person/Position

Office of Teaching and Learning

Anticipated Start

2025-09-01

Anticipated Completion

2026-06-10

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Student Learning**Topic Objectives**

Build knowledge of best practices for teaching within the MTSS Framework and for multilingual students.

Lead Person/Position

Office of Teaching and Learning

Anticipated Start

2025-09-01

Anticipated Completion

2026-06-10

Observation and Practice Framework Met in this Topic

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Teacher Competency**Topic Objectives**

Inductees will collect artifacts to support learning and teacher effectiveness. Inductees will build knowledge of brain science and how it supports student learning. Inductees will build knowledge of structured literacy practices to support student learning,

Lead Person/Position

Office of Teaching and Learning

Anticipated Start

2025-09-01

Anticipated Completion

2026-06-10

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Growing and Developing Professionally

Evaluation and Monitoring

Monitoring Routines

The induction program is monitored throughout the year through informal check-ins with a team from the Office of Teaching and Learning. In addition, the participants complete a survey at the end of the year to provide input and feedback to guide future planning.

Uploaded Files

New Teacher Induction Evaluation (Inductee) - Google Forms.pdf

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? ([22 Pa Code, 49.16](#))

Yes

Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? ([22 Pa Code, 49.16](#))

Yes

Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ([24 P.S. § 11-1138.8 \(c\)\(3\)](#) and [22 Pa Code, 49.16](#))

Yes

Does the induction plan:

a. Assess the needs of inductees?

Yes

b. Describe how the program will be structured?

Yes

c. Describe what content will be included, along with the delivery format and timeframe?

Yes

d. Include a two-year induction program effective the {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

No

True We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

True We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

False I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

Centennial SD
Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

Profile

LEA Type		AUN
School District		122092002
Address 1		
48 Swan Way		
Address 2		
City	State	Zip Code
Warminster	PA	18974
Chief School Administrator		
Dr Abram Lucabaugh		
Chief School Administrator Email		
lucaab@centennialsd.org		
Single Point of Contact Name		
Kathleen Veisz		
Single Point of Contact Email		
veiska@centennialsd.org		
Single Point of Contact Phone		Single Point of Contact Extension
215-441-6000		

Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

In alignment with PA Code, the Centennial School District's annual public notice is updated annually and posted on the district's website. The Bucks County Intermediate Unit (BCIU) publishes the annual public notice for Centennial School District and other local districts annually in the local newspaper. The Gifted Education programs offered in the district are outlined and published each year as part of the annual Middle School Program of Studies and the Program of Studies for William Tennent High School. Moving forward, information regarding the Gifted Education programs will be embedded into the Parent/Student Portal on each school's website.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

The Centennial School District has universal second grade screenings to assist with identifying students using the SAGES-Second Edition. These screenings are conducted by the Gifted Facilitators at the Elementary level at the beginning of the 2nd grade school year. When a student receives a certain cutoff score of 20 on the SAGES, they are promoted to taking the KBIT-II Revised. The KBIT-II is also administered by the gifted facilitators at every Elementary Building. If a student receives KBIT-II Revised Abbreviated Full Scale IQ of 120 or higher, they are referred to the school psychologist for a full gifted evaluation. Outside of the 2nd grade screenings, students are also referred for gifted evaluations through the MTSS process, teacher recommendations, and parent recommendations. Under Chapter 16 regulations, parent referrals will be forwarded directly to the school psychologist for a comprehensive gifted evaluation, which may occur one time per academic year. When a staff member refers a student for a gifted evaluation, the student will be referred to the MTSS team, by which classroom based-data, teacher input, and overall school performance is considered. If a student is referred for a comprehensive gifted evaluation, then the parent is issued the gifted permission to evaluate form. The Centennial School District will complete the evaluation within 60 days from the date the signed gifted permission form was received. Determination of giftedness will not be based on IQ alone. A student with an IQ lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Additionally, educational criteria gathered within the evaluation process should indicate gifted ability and a demonstrated need for specially designed instruction beyond the regular education curriculum. In cases such as these, the Centennial School District will consider multiple criteria that are based on the current Chapter 16 regulations and incorporate data from teacher and parent input, standardized assessments, and curriculum based assessments. A student must earn a minimum of fifty (50) out of one hundred (100) points according to the matrix to be considered eligible for gifted support services. The Gifted Matrix consists of the following:

SECTION 1 – Parent and Teacher Input (12 POINTS): Chuska Scales – Rates of Acquisition and Retention Total score for both scales added together: < 87 = 0 points 87 – 94 = 1 point 95 – 102 = 2 points 103 – 110 = 3 points 111 – 116 = 4 points Parent Rating Form - Input and Observations < 36 = 0 points 37 – 40 = 1 point 40 – 43 = 2 points 44 – 46 = 3 points 47 – 50 = 4 points Teacher Checklist for Gifted Evaluations 30 - 35 = 0 points 36 - 41 = 1 point 42 – 47 = 2 points 48 – 54 = 3 points 55 – 60 = 4 points

SECTION 2 – Academic Achievement (36 POINTS): Nationally Standardized Norm Referenced Reading Comprehension Subtest: <= 84th percentile = 0 points 85th – 89th percentile = 4 points 90th – 95th percentile = 8 points >= 95th percentile = 12 points Nationally Standardized Norm Referenced Math Reasoning/Problem Solving Subtest: <= 84th percentile = 0 points 85th – 89th percentile = 4 points 90th – 95th percentile = 8 points >= 95th percentile = 12 points Reading Classroom Based Performance: IReady Reading below grade level = 0 point on grade level = 2 points above grade level = 4 points Math Classroom Based Performance: IReady Math below grade level = 0 point on grade level = 2 points above grade level = 4 points CSD Overall Writing Rubric Score or Report Card data Approaching Expectations = 0 points Meeting Expectations = 2 points Exceeding Expectations = 4 points

SECTION 3 – Intellectual Ability (50 POINTS) Nationally Standardized Norm Referenced Measure of Intelligence- Full Scale IQ or GAI <= 94th percentile = 10 points 95th - 97th percentile = 30 points >= 98th percentile = 50 points Students who qualify for special education services under Chapter 14 will receive their gifted education services through the special education (Chapter 14) IEP. If a student is already identified under Chapter 14 for special education services, they will undergo a Chapter 14 reevaluation incorporating the Centennial School District gifted matrix criteria to determine dual exceptionality.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

The Centennial School District (CSD) uses a multiple criteria matrix to determine eligibility and need regarding the identification of mentally gifted students. As part of the matrix, a standardized cognitive assessment is used to establish aptitude. If a student obtains a full-scale intelligence quotient (FSIQ) of 130 or greater, they are deemed eligible for gifted support services. In all cases, even those obtaining a FSIQ below 130, the multiple criteria matrix is used to establish the need for gifted support services. To determine academic strength(s), the matrix includes standardized norm-referenced reading comprehension and math problem-solving measures, as well as, classroom-based and standard criterion-referenced assessments in the areas of reading, writing, and math. Qualitatively, CSD includes parent and teacher input to gain an understanding of the student's unique skills and overall performance in the home and school environments. Once all information is gathered, a weighted score is obtained based on the matrix in order to determine eligibility and need for gifted support services. A student must earn a minimum of fifty (50) out of one hundred (100) points according to the matrix to be considered eligible for gifted support services. The Gifted Matrix consists of the following: SECTION 1 – Parent and Teacher Input (12 POINTS): Chuska Scales – Rates of Acquisition and Retention Total score for both scales added

together:< 87 = 0 points 87 – 94 = 1 point 95 – 102 = 2 points 103 – 110 = 3 points 111 – 116 = 4 points Parent Rating Form - Input and Observations < 36 = 0 points 37 – 40 = 1 point 40 – 43 = 2 points 44 – 46 = 3 points 47 – 50 = 4 points Teacher Checklist for Gifted Evaluations 30 - 35 = 0 points 36 - 41 = 1 point 42 – 47 = 2 points 48 – 54 = 3 points 55 – 60 = 4 points SECTION 2 – Academic Achievement (36 POINTS): Nationally Standardized Norm Referenced Reading Comprehension Subtest: <= 84th percentile = 0 points 85th – 89th percentile = 4 points 90th – 95th percentile = 8 points >= 95th percentile = 12 points Nationally Standardized Norm Referenced Math Reasoning/Problem Solving Subtest: <= 84th percentile = 0 points 85th – 89th percentile = 4 points 90th – 95th percentile = 8 points >= 95th percentile = 12 points Reading Classroom Based Performance: IReady Reading below grade level = 0 point on grade level = 2 points above grade level = 4 points Math Classroom Based Performance: IReady Math below grade level = 0 point on grade level = 2 points above grade level = 4 points CSD Overall Writing Rubric Score or Report Card data Approaching Expectations = 0 points Meeting Expectations = 2 points Exceeding Expectations = 4 points SECTION 3 – Intellectual Ability (50 POINTS) Nationally Standardized Norm Referenced Measure of Intelligence- Full Scale IQ or GAI <= 94th percentile = 10 points 95th - 97th percentile = 30 points >= 98th percentile = 50 points

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS, HS). Describe what enrichment means and how it is applied in EL, MS, HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

Students that are in grades K-12 that are identified as gifted have a continuum of services that provide opportunities for enrichment, acceleration, or both. Students in elementary and middle school buildings receive pull-out services that allow the teacher to differentiate instruction and provide enrichment, acceleration, or both. Students at all levels in the district that still require further acceleration are able to be accelerated by subject area into a higher grade. In order to accelerate a student’s grade level, the student must meet the criteria based on multiple data points which include In rare cases where students are required to be accelerated a whole grade level for all subject areas, again, they must meet defined criteria Elementary and Middle School: Pull-out Enrichment in Math and Reading are provided by the Gifted Facilitator during the identified WIN (What I Need) times during the day. Push-in Enrichment Opportunities are provided through a Consultation model with the Gifted Facilitator and the General Education teachers. Math Course Acceleration Criteria: PSSA: Advanced on the most recent PSSA PVAAS: 70% Advanced projection on the Keystone Algebra I exam I-Ready: 85th Percentile Other: Teacher recommendation High School:- Students interested in courses that provide academic challenge for the mentally gifted meet with their school counselor, and their GIEP case manager to discuss an appropriate plan for their four years at William Tennent High School. Rather than removing students from classes to provide enrichment in a specific area, at William Tennent High School we have the ability to enrich students in areas of their own personal strengths and interests through a variety of rigorous courses, as well as assignments within courses that are modified or extended to meet students’ needs of increased rigor and/or desire for enrichment in content areas specifically identified by students. Students are also advised to review William Tennent High School’s Advanced Placement and Dual Enrollment options to further extend and enrich their high school studies, while acquiring college credits, where desirable. Students identified as gifted should also strongly consider enrolling in the AP Capstone Diploma program. Students are able to Accelerate courses, Challenge Courses, or complete courses in the summer in order to accelerate their academic progress.

5. Look at the district’s most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district’s gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

PIMS October 1 snapshot - field 80 GY - 180 GS - 15 GX - 38 In reviewing the data as noted above, it accurately reflects the students who were active with gifted services at that time.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

Based on the current District enrollment and the numbers listed above, the District has approximately 4.3% of the student population identified as gifted. This number is on the lower end of average for school population. During the 24-25 school year, the District reviewed their multiple measures matrix in an attempt to ensure that barriers and masking of giftedness was decreased even further. The Psychological team reviewed the current matrix to assess any areas that may limit an individual's eligibility due to disability, ethnicity, and race.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The Centennial School District is working with the Bucks Intermediate Unit to provide a PD series on topics. This multiple day series will occur throughout the school year and includes the following topics: an Introduction to Chapter 16 Regulations and Gifted Education Guidelines, the history of Gifted Education, the characteristics of gifted learners including social and emotional needs, programming options for gifted education programming, and an introduction to district-level policies and procedures for gifted learners. Follow-up sessions will provide deeper targeted training. Examples of topics for those follow-up sessions include: review of key components and analysis of the evaluation data with school psychologists, progress monitoring data collection for Gifted Liaisons,

development of the GIEP and implementation of the most current data beyond the Gifted Evaluation, etc.

Training for general education teachers	0
Staff costs	782,654
Training for gifted support staff	1,000
Materials used for project-based learning	17,000
Transportation	3,450
Field Trips	6,000

Signatures and Quality Assurance

Chief School Administrator	Date